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ABSTRACT

In the personalized system of instruction (PSI) used in beginning communication courses at George Mason University (Virginia), the students do more than read text materials and master cognitive course objectives. They are encouraged to have experiences that reinforce what they read and to consider how these experiences relate to everyday life. The students are also required to do a substantial amount of writing. The COMM 100 Introduction to Communication course is a survey course with several goals for students: (1) to learn basic principles of communication, specifically, interpersonal, intercultural, group, public, and persuasive communication; (2) to communicate in order to reinforce newly learned ideas; (3) to master minimal skills of public speaking; (4) to write graded and ungraded assignments; and (5) to understand the concept of free speech. To achieve these goals, students work at their own pace, proceeding to the next phase of the course without necessarily having mastered the previous phase. Many PSI courses rely heavily on testing, but this course has only three required examinations--required ungraded self-check tests--plus optional unit quizzes. The course also includes group work, which inhibits the self-paced nature of the course but reinforces the ideas learned through experiencing the act of communication. (Syllabus, course objectives, outlines for special projects, and a sample self-check test with answers are appended.) (SRT)

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A Modified Approach to

PSI (Personalized System of Instruction) in COMM 100 Introduction to Communication

as implemented at

George Mason University
Fairfax, VA 22030

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A paper presented at the Annual Convention of the Eastern Communication Association, April 30, 1986, Atlantic City, N.J.

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I wish to call your attention to the title of this paper, in contrast to that listed in the program you have received, because the Personalized System of Instruction (PSI) as implemented in the communication classes at George Mason University is greatly modified from the system originally designed by Fred Keller and as widely implemented throughout disciplines other than communication. That original system was developed to implement the theory of individualized learning. It aims for mastery of specified objectives, and relies on breaking the learning tasks down into small, manageable parts; providing learning materials for each task; testing for mastery of each part prior to permitting progression to subsequent tasks; tutoring and additional learning materials made available to those who do not master the materials on the first try; and individual pacing of the course. Management of the course in the Keller system relies heavily on learning materials that are carefully prepared in advance (and largely though not necessarily those are written materials), objective testing, and advanced students functioning as tutors who are usually described as instructor aides.

If you are interested in learning more about the origin and uses of the Keller system in disciplines other than communication, consult the sources identified at the end of this paper. This paper will focus on the personalized system of instruction as we have adapted it to a specific kind of basic communication course.

Our system retains many of the elements of Keller's, but includes major changes as well. Indeed, the changes are so substantial that purists could argue with justification that ours is not a PSI at all. Our adaptations began with the system as implemented by Bill Seiler at U. of Nebraska, to whom we owe a huge debt of gratitude as he generously shared his materials and

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expertise with us to get us started, and followed a design created several years earlier by Linda and Richard Heun at Northeast Missouri State, to whom our debt is equally strong.1

Our changes relate primarily to our course objectives. We want our students do more than read text materials and master course cognitive objectives. We want them to have experiences that reinforce what they read and to engage in some mental processing to assess what the experiences "mean" in daily living. We also insist that our students do a considerable amount of writing. Most implementations of the personalized system of instruction have not included these affective and skill outcomes among their objectives so these goals reflect our major modifications..

Since the personalized system of instruction traditionally involves "content" or cognitive learning, testing is generally paper and pencil testing, using short answer and multiple choice questions. This reliance is not required by the theory of PSI; it is required by the implementation of the theory that places responsibility for grading tests and relies on teaching aides or tutors to provide feedback to help students in the classes to pass the tests. Indeed, the theory can be adapted to any kind of learning desired: cognitive, affective, skill. Thus, the personalized system of instruction is not limited to testing cognitive outcomes. But because in most situations those who implement the PSI have not been comfortable (or not able to, due to school regulations--we have recently received some flak on the issue) in using undergraduate aides to measure affective and skill outcomes, the traditional goal has been cognitive mastery. The materials presented below will show how we have attempted to overcome this problem.

We have adapted the personalized system of instruction to two courses, these being two of a cafeteria list of five that George Mason students may

choose among to fulfill their general education communication requirement. The five courses are COMM 100 Introduction to Communication, COMM 101 Intro. to Interpersonal Communciation, COMM 110 Intro. to Oral Interpretation, COMM 120 Intro. to Public Speaking, COMM 130 Intro. to Small Group Communication. A brief description of these courses and how they relate to each other can be found in Appendix A of this paper.[2] The personalized system of instruction is used in COMM 100 and 110. This paper will describe the COMM 100 Introduction to Communication course. If you are interested in learning how the system could be adapted to an oral interpretation course, or using the same format to almost any strictly performance course, contact Dr. Bruce Manchester at George Mason and he will share information about that course with you. It is structured quite differently from the one I will describe.

The COMM 100 course at George Mason is a "survey" course in which we retain a significant element of skill training. The course goals are:

1. that students learn basic principles of communication: communication as process, perception, impact of self concept upon communication, symbolization and communication (including both verbal and nonverbal sources of meaning), habits and patterns of meaning giving (thinking);
2. that students learn basic principles of interpersonal, intercultural, group, public speaking and persuasive communication;
3. that students engage in a variety of communication experiences that enhance their affective understanding of the ideas they learn;
4. that students achieve a minimal level of mastery at skills of public speaking;
5. that students will engage in a significant amount of graded and ungraded writing.
6. that students come to understand and appreciate the concept of free speech.

I should note here that we have, to date, done very little to actually achieve the fifth goal in the course. That implementation is still to come. Otherwise, we attempt to achieve these goals through ten units, divided into three parts. Table 1 shows our course outline.

TABLE 1
COURSE OUTLINE

PART I - The Nature of Human Comunication
- Unit 1 - Communication as Process
- Unit 2 - Self-concept in Communication
- Unit 3 - Language, Thought and Meaning
- Unit 4 - Nonverbal Communication

PART II - Interpersonal and Small Group Communication
- Unit 1 - Effective Listening
- Unit 2 - Communication in Interpersonal Relationshipos
- Unit 3 - Intercultural Communication
- Unit 4 - Small Group Communication

PART III - Public Communication
- Unit 1 - Public Speaking
- Unit 2 - Persuasion

I believe that the most significant modification of the process we have made is to give students almost complete responsibility for their own learning. The personalized system of instruction traditionally moves in this direction, as distinguished from most courses. Students in any PSI course are supposed to set their own pace and choose their own learning materials. But with the heavy structure and regularized testing of the usual PSI course, what students learn most vividly (I believe) is to follow directions. Moreover, the vast majority of their learning before college teaches the same primary lesson. I am convinced we do students no favors if we continue to reinforce that in their college study. That MAY be appropriate in some educational settings (though I emphasize the may because I'm not convinced), but certainly at GMU, our students are quite good at following directions. What we think is important is (1) to help students come to realize that in life, THEY will make the choices that determine the outcomes and (2) because this is a generally new idea so far as their learning is concerned, even though it should be

implicit in university education we want to give them some guided experience in such a situation.

To accomplish this, we preach at them a bit, both in required class attendance days at the beginning of the course and in the course syllabus and study guide. We reinforce it by making a major modification in the personalized system of instruction system as well. PSI theory suggests that students must achieve mastery in one unit before proceeding to the next. We make it possible for students to find out whether they have mastered the course content before proceeding, but mastery is not required.

Other changes in testing are involved in our approach. We retain paper and pencil testing, but it is very much de-emphasized.[3] Our students must take only three examinations, one at the end of each course part, the last of which is their final exam. Unit quizzes are available; students may take unit quizzes if they wish as they study and prepare for the exams, but they are not required to take the unit quizzes. Moreover, they are not REQUIRED to reach a mastery level on Part I before proceeding to Part II, or on part II before proceeding to part III. They must retest once on each part examination, but may proceed if still unsuccessful.

Our testing is modified in another way from that traditional in the personalized system of instruction. Though students are not required to take unit quizzes, we do require completion of a "Self-Check Test" for each unit. This self-check test always includes some activity in addition to test questions. Our instructor aides (hereafter IAs), who are all undergraduate students, discuss any items on the self-check tests that students do not understand, and the IAs "evaluate" the completion of the self-check test as well. But by that we do not mean traditional grading. No "grades" as such are assigned to these self-check tests. What we do mean is that IAs assess

whether the self-check test was done and the seriousness with which students approached whatever task was required of them. Students earn points for this self-check test when the IA verifies that it has been done, taken seriously. If it is not assessed as seriously done, students earn no points. The student has a choice of redoing to earn the points or not having the points. Appendix B provides a sample self-check test to illustrate how we attempt to combine cognitive and affective learning as well as how it reinforces the writing requirements of the course.

Another significant modification of the traditional PSI is inclusion of significant amounts of group work. This addition inhibits the truly self-paced nature of the course. Many activities required in the self-check tests are to be done in class, in groups. These days are labelled "required" in the class syllabus and by that we mean students get points if they participate. But, as with the quizzes and other written assignments, no mastery or attendance is actually required before a student may progress to other parts of the course. Students who do not participate in these required days merely lose the points for the assignment, thus reinforcing the idea that they make the choices about what they do, what they learn, and what grade they earn.

An introduction to the course taken from the student syllabus is in Appendix C. It gives a brief overview of how we attempt to introduce the course to students as well as how it operates. In it you will note how we emphasize experiential learning in interpersonal communication and writing assignments as well as the speeches traditional in a basic course and the testing traditional to PSI. And, finally, the course schedule, which lays out how we expect students to progress through the course is included as Appendix D.

A major part of making this system work is the mechanics. Selection and training of IAs is crucial. Selection and training of instructional staff

(Supervising Instructors, or SIs) is important as well. We spend a week prior to each semester in training and have weekly training sessions as well. These training sessions are part of the course through which our IAs are "paid" for their work in COMM 100. They earn upper level course credit in a course, COMM 451 Facilitating Communication Education. Each student enrolls in this class and attends a section of COMM 100 as a "lab" for COMM 451. Thus, the IAs attend their own "class" each week as well as the section of COMM 100. I have made no attempt in this paper to describe our training procedures or the mechanics of putting it all together; you don't want to read and I didn't want to write a book. I do want to stress, however, that this portion of the course is crucial. Without good SIs and IAs, the system breaks down.

All these things, taken together, should give a general understanding of how our modified personalized system of instruction works. Much could be added to further clarify how a PSI works, and especially how ours works. If you are intrigued enough by the system to want to learn such details, invite Bill Seiler, Linda or Richard Heun or me (and there are probably others) to come spend a day with you. I think we're all converts, though we do not claim the system is without flaws. We're all working to improve it and will appreciate any feedback you have or from others you know who use similar systems.

ENDNOTES

[1]Please note that the use of "our" and "we" throughout is not a gratuitous royal "we." The development and implementation of our program has been a team effort, in which I have been involved, but in which the efforts of others has been far more substantial.

[2]COMM 110 fulfills general education requirements only for BA degrees in the College of Arts and Sciences, not in our other schools.

[3]Our testing system is a modification of the one received from UNL. It involves computer generated individual tests for each student, each test drawn from a test bank of several hundred questions and (supposedly) carefully keyed to the objectives of each unit and part. Each test involves several multiple choice and a few short answer questions. If you are interested in learning about the test, you may contact Maureen and Ed Cragg at GMU who have developed the program so that it can be easily used by barely computer literate types of people.

Appendix A

Common Elements in All COMM General Education Courses
COMM 100, 101, 110, 120 and 130.

The five courses vary only in the skills emphasized. All include a significant element of doing, or actually working on the improvement of skills though it is recognized that the major benefit students gain is awareness of principles so that they are more effective monitors of their own communicative behaviors and better at using feedback to improve.

The aims of each course are standard though instructors may utilize a variety of means to accomplish those goals.

1. Students will understand the role of free speech in a democratic society.
2. Students will become aware of the fundamental principles of communication as they are applied in a variety of situations.
3. Students will have experiences that provide the basis for life-long improvement of their communication skills.

In each course, students are expected to learn principles related to a systematic or process view of communication; the role and influence of perception, language and nonverbal messages in communication; the principles and skills involved in effective listening and responding. In addition, each course emphasizes development of particular skills.

COMM 100 (introduction to communication) is primarily for nonmajors; it is a survey of interpersonal, group, public and mediated communication that includes introductory skills experiences in each type of communication. COMM 110 (oral interpretation) and 120 (public speaking) concentrate on the development presentational skills: voice and body control, message organization and/or interpretation, idea development, and idea presentation in ways listeners will understand. An understanding of persuasion is a significant component of COMM 100 and 120. COMM 101 concentrates on development of interpersonal skills, which are also covered in COMM 130, though the latter primarily emphasizes such skills as needed in settings that require decision making by small groups.

No departmental syllabus is used, but all classes have standard elements. All courses have a standard text across all sections and instructors are expected to use the text. All courses include one or more exams and several written and oral assignments that are graded. Each course includes a final examination or project of similar difficulty. While no department "curve" or grading standard is imposed, it should rare for an instructor to award as many As and Bs as Cs, Ds, Fs and WDs. In short, generally no more than half a class will earn B or better grades.

Appendix B

TOPIC - Small Group Communication

OBJECTIVES

Students will:

1. Recognize the need for and participate in the formation of goals and agendas for small groups.

2. Correlate unique characteristics of a group's members with group dynamics.

3. Utilize positive techniques of leadership in a small group:
   a. The functional approach: tasks
   b. The climate approach: membership as process
   c. Situational approach: keeping balance in the midst of change.

4. Practice skill in managing small-group conflict constructively.

READINGS REQUIRED:

1. Chapter 8, Text.
2. "Conflict and Its Resolution" SSG, p 145-149.
3. "The Process of Decision Emergence," SSG, pp. 150-153.
4. Outline for Problem-Solving in Small Groups, SSG, p. 154.

OPTIONAL:

The following three items are articles found in: Cathcart, Robert S. and Larry A. Samovar. Small Group Communication: A Reader. Dubuque, IA: Wm. C. Brown, 1984.

"Assets and Liabilities in Group Problem Solving" Maier.
"The Process of Decision Emergence" Fisher.
"Toward a General Theory of Leadership" Halal.

Cathcart, Robert, and Larry Samovar. Small Group Communication: A Reader, 4th ed. Dubuque, IA: William C. Brown, 1975.

Fisher, Robert, and William Ury. Getting to Yes: Negotiating Agreement Without Giving In. Boston: Houghton Mifflin, 1981.

ASSIGNMENTS (2)

1. Attend and participate in the Small Group Communication Exercise (date and time to be announced) and the discussion that follows. Activity requires evaluating small group performance and commenting on leadership functions in the group's decision-making (15 points).

2. Each student must choose one of the following: (15 points)

   a. Make an appointment with your SI to discuss the effectiveness/ ineffectiveness of a decision-making group of which you are a part. Discuss remedies to problem areas. Summarize your discussion in a one-page reaction paper.

   b. Define a problem that exists at GMU. Select at least three people within your IA group to use the reflective thinking method of decision-making to agree upon a solution. Prepare a one-page group report of the process.

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OUTLINE FOR PROBLEM-SOLVING IN A SMALL GROUP

I. EXPLANATION

A. DEFINE PROBLEM

B. LIMITATIONS OF PROBLEM

II. ANALYSIS OF PRESENT PROBLEM (VIA EXPERIENCE AND RESEARCH)

A. SERIOUSNESS OF CONSEQUENCES

1. NATURE (WHO, WHAT, WHY, WHEN, WHERE, HOW)

2. EXTENT (SCOPE/MAGNITUDE)

B. CAUSES (IDENTIFIED)

C. IMMEDIACY (HOW SOON IS SOLUTION REQUIRED?)

III. SET UP CRITERIA (FACTORS WHICH WOULD INDICATE END OF PROBLEM)

IV. BRAINSTORM POSSIBLE SOLUTIONS (USE NO EVALUATING IN PROCESS)

V. TEST ALTERNATIVE SOLUTIONS AGAINST CRITERIA; CHOOSE BEST ONE

VI. PUT PREFERRED SOLUTION INTO EFFECT.

SELF CHECK TEST
PART 2 - Unit 8 - Small Group Communication

1. According to the text, which of the following concepts described the forces that influence the group members to remain a part of the group?
   a. group dynamics
   b. cohesiveness
   c. interdependence
   d. norms

2. Name three advantages to using an agreed upon agenda within a group.

3. According to the text, which of the following is a positive result of conflict within a group:
   a. conflict helps the group reach a decision quickly
   b. conflict prevents interpersonal defensiveness because it casts the group's focus on the task
   c. conflict helps assure that untested solutions do not arise
   d. conflict necessitates a limit or "cap" on the number of resources introduced in the group's discussion making the task manageable.

4. According to the text, when the achievement of one member's goals can occur only when other member's goals are achieved, the goals are referred to as:
   a. antagonistic
   b. cohesive
   c. complementary
   d. cooperatively related

5. An unstated personal goal that a member may have which can conflict with the group's goals is called:
   a. interpersonal conflict
   b. value conflict
   c. an antagonistic goal
   d. a hidden agenda

6. According to Patton and Giffin, conlict resolution approaches which attempt to make each conflicting party a "winner" are called:
   a. integrative approaches
   b. goal merging approaches
   c. distributive approaches
   d. constructive engagement approaches

7. Accord to Page, this stage of the bargaining process is "marked by occasional soft spots in the verbal armor indicated by minor concessions and statements of agreement." It is called:
   a. establishing the bargaining range
   b. reconnoitering the range
   c. precipitating the decision making crisis
   d. initial agreement phase

8. What are the advantages and disadvantages of majority rule, compromise, and concensus in group decisions?

9. Outline the six major steps of the problem solving agenda (or reflective thinking outline).

10. Explain the Fiedler approach to leadership.

11. List two implications of the 1954 Robbers Cave experiment as offered in Patton and Giffin.

12. Describe several available tactics (strategies) in conflict or bargaining situations according to Page.

ANSWERS TO SELF-CHECK TEST
PART 2 - Unit 8 - Small Group Communication

1. B, Text, P. 207-08.

2. You may have listed any three of the following four advantages: The first advantage of using an agreed upon agenda within a group is that it allows the group to clarify their goals and procedures. The second advantage is an agreed upon agenda allows the group to cope with hidden personal purposes. Third, this process avoids forcing the group to make hasty conclusions. It allows more time to make effective decisions. The final advantage is that it reduces group diversions on tangents. Text, p. 211-13

3. C, Text, P. 220
4. C, Text, P. 205
5. D, Text, P. 211
6. A, SSG, p. 129-33, Patton and Giffin,
7. B, SSG, p. 133-37, Page, (81)

8. The advantages of majority rule are that it is easily acceptable to most people and it is quick. The disadvantages of majority rule are that it can create opposing factions on an issue (otherwise known as polarization); the "losers" are not driven to carry out the decision of the vote; losing members usually do not feel that they have helped to achieve the result; and people may vote for the same side for different reasons, which can result in decisions that are difficult to carry out.

   The advantages of compromise are that both sides achieve part of their goal; and that if members represent outside parties, compromise can help to show that no one outside constituency is better than another. The disadvantages of compromise are that long-term objectives are often sacrificed for short-term gains; illogical conclusions may be the result of too much emphasis on compromise and a lack of thorough investigation.

   The advantages of consensus are that all parties endorse the findings of the group; those involved are more likely to ensure implementation of the suggestions put forth. Disadvantages of consensus include lengthy debate and it is difficult to achieve. Text, p. 207-09.

9. Text, p. 214-15.

10. According to Fiedler leadership is highly situation-dependent. There is no such thing as a good leader or a bad leader, but rather a leader is either appropriate or inappropriate in a given situation. The two major types of leaders that he refers to are task-oriented leaders and relationship-oriented leaders. The task-oriented leader is most effective when the agenda is highly structured and allows a great deal of power to the leader or, paradoxically, if very little power is bestowed upon the task-oriented leader. In comparison, the relationship-oriented leader is more effective in the situations that do not fit into either extreme. Text, p. 219.

11. SSG, p. 129-33, Patton & Giffin, (331-332)

12. SSG, p. 134-42, Page, (78-80)

Appendix C

INTRODUCTION TO COMMUNICATION 100

You are about to take part in an unusual approach to learning. This course was designed to give you a better understanding of speaking and listening to communicate. That is a subject of importance to us all. And, it is familiar to us. What will be different for you is the structure the class will utilize.

This class is designed to help you learn to communicate more effectively by: (1) understanding the communication process; (2) knowing its basic principles; and (3) practicing those principles in public and interpersonal situations. Beyond that, this class will expect of you a higher level of maturity than most courses you have taken because here you will be expected to accept responsibility for your own learning. The class is designed to take into account your individual learning style, to provide you with individual help to successfully complete the course, and to encourage mastery of the subject. You will learn largely from guided reading and experiences, though other instructional methods such as lecture, discussion, film, and television will be available to supplement the reading materials.

Each section is divided into subgroups, with each group assigned to an undergraduate Instructor Aide (IA). Five to fifteen students are in each IA group. The IAs have been selected for scholarship, interest in speech communication, and desire to work with students. They are an excellent resource for questions you might have about the course or the course content. IA responsiblities are to:

1. Evaluate and score your quizzes, tests, and exams;
2. Verify completion of assignments and the Special Project;
3. Rate your speech presentations;
4. Assist you in learning the course materials;
5. Help you through the course on time.

Each class section is supervised by a Supervisory Instructor (SI). The SI is a staff member in the Department of Communication. He or she can assist you in all aspects of the course. The SI is also present to aid the IA in policy or special course related problems. Your SI may hold special workshops or give lectures to supplement your reading materials. The SIs have primary responsibility for the class section. They are responsible for checking and keeping some student records, aiding students with special learning problems, guiding activities on required class days, evaluating your persuasive project, and training and evaluation of the IAs. The SIs are excellent resource people for any questions that you might have about the course.

The Course Director is responsible for all aspects of the course. S/he (like everyone else on the staff) wants this course and you to succeed, and invites your suggestions, compliments, complaints, etc., at all times.

Remember, while several people are available to help you master course material, staying on schedule and completing required work is your responsibility. Attendance for some class periods is optional, though many days your presence is required. But, on the whole, most of the responsibilty to complete the course work is yours. You will study and complete each unit of instruction at your own pace--that is, within reason. There are deadlines--one of which is that you must complete the course by the end of the semester.

COURSE OUTLINE

PART I - The Nature of Human Comunication
- Unit 1 - Communication as Process
- Unit 2 - Self-concept in Communication
- Unit 3 - Language, Thought and Meaning
- Unit 4 - Nonverbal Communication

PART II - Interpersonal and Small Group Communication
- Unit 1 - Listening
- Unit 2 - Communication in Interpersonal Relationshipos
- Unit 3 - Intercultural Communication
- Unit 4 - Small Group Communication

PART III - Public Communication
- Unit 1 - Public Speaking
- Unit 2 - Persuasion

COURSE CONTENT AND PROCEDURES

Though each part of this course is separate and can be completed at varying speeds, you are encouraged to stay close to the course schedule, found at the beginning of this Syllabus and Study Guide. This schedule will permit you to complete the course on time. You may wish to work more rapidly. That is possible, but DO NOT work more slowly than the schedule recommends.

Each unit has objectives stated that will help you see in advance what you are expected to learn from the material in that part. Each unit also has required reading, a required activity, and a required self-check test. These activities are evaluated on a credit/no credit basis, which means that if you do the assignment you will receive the specified number of points for doing it. Points will not be awarded for these tasks if you do not do them or if it becomes clear that you haven't taken the assignment seriously. These activities are an important part of this course. They are designed to reinforce what you read. Failing to do them will negatively affect both your learning and your course grade. The assignments in Unit III do not fall under this credit/no credit basis. The speeches and persuasive project are graded assignments, as is explained later in Unit III.

If, after reading the text and or in doing the required activity, you have questions about the material, please feel free to discuss it with your IA or SI. Don't wait until exam time to clarify content you don't understanding. If you wish to test your mastery of the content of a unit, you may take an optional unit quiz. If you wish to take these additional tests, you do so during regular class times or at specially scheduled test times. Additional, optional exercises and readings are suggested if you find the concepts difficult to understand or particularly interesting. Lectures, films, and discussions with others in a study group can also help you master concepts of the course.

GRADING SYSTEM:

Many of the points (460) in this course are earned on a participation basis; that is, full credit for doing, no credit for not doing. These include all required class activities except the speeches and the out-of-class exercises except the persuasive project. However, IAs will read out-of-class reports and may require that they be redone to earn the points. Justification for such requirements include unacceptable grammar, sloppy or incomplete answers that show the student did not take the assignment seriously, either in doing the task or in reporting on it.

Evaluations for other activities will not be keyed directly to a letter grade scale, but a rough approximation of a grade can be used by calculating a percentage of the total points possible for that assignment, e.g.:
94 % = A; 88 % = B; 82 % = C; 76% = D.

SUPPOSE YOU MISS A DEADLINE

The deadline dates are established so you can successfully complete the course. There is a severe penalty for missing dealines. If you miss the deadlines, completing the course will be very difficult because many assignments cannot be made up, especially the in-class work. Out-of-class assignments will not be accepted after the deadline for completing the Units. If the course schedule makes it difficult for you to keep up, contact your IA to work out a personal learning contract that will enable you to complete the course.

STUDENT INPUT

We encourage your evaluation of the course toward its improvement. Indeed, the foundation of this course is the premise that students must be involved in their learning and that what is learned should be relevant. The instructional strategies and content of this course will never become "set" or completed to any final degree. We have too much faith in your creativity and imagination; you're sure to suggest better ideas at times.

Because content and strategies change, and because the procedures of PSI may differ from what you have experienced previously, some students will have problems with this course. So, help us to identify problems in the course and its conduct. Your comments will be welcomed as will your patience as we work out any problems that may arise.

If, at any time, you have any question about evaluation procedures or any other matter related to the course, you should check with your IA first. If your IA is unable to help, you may wish to make an appointment with your SI or the course director to discuss your question or concern.

RESEARCH PARTICIPATION

At any university new knowledge comes from research conducted by faculty and students. One of our goals is to acquaint students with the nature of research activity in communication, which provided the basis for the material included in tests, readings, etc. This objective is accomplished in part by requesting that students participate in on-going research projects.

All our students are thus expected to participate as subjects in on-going research. Any student not wishing to participate should register with the director of the program no later than one week after the beginning of the classes so that other arrangements may be made.

STUDENT AGREEMENT

To be certain you have read this material and understand all requirements of the course, we ask you to complete the course policy quiz, and sign the agreement that follows.

COMMUNICATION 100 - Fall 1985 - Special Project Options.

If you choose Option 1, you must contact the International Programs Office NO LATER THAN September 9; contact before the end of the 1st week of school is recommended. As the numbers who may be included in this option are limited, the earlier you contact them, the better your chances of being included. Whichever option you choose, you must 'CONTRACT' for it by SEPTEMBER 18.

Option 1 - Intercultural Communication Experience
Students who choose this option will spend two hours weekly in a conversation with an international student(s). The conversation partner will be assigned through the International Programs Office. You are to keep a journal (separate from that used for other assignments) of the experience and it is to be turned in to your Instructor Aide (IA) by the final week of classes, no later than December 11.

Option 2 - To attend 5 "real" (outside of class) speeches and complete a written analysis and evaluation (following outline provided) of each.

Option 3 - To participate in Toastmasters, actively, for the semester. Bring verification of speeches given as well as outlines, and a brief paragraph of self-evaluation for each speech.

Option 4 - Book reviews: read and critically analyze four books chosen from the list of optional readings in your syllabus (or from additional books suggested by you that are related to some topics in the course). The specific four books are to be agreed upon by your IA. Each review should be a good summary of the book and include analytical/critical response to the material included (see outline provided).

Option 5 - Individual project of your design. To be proposed in writing and approved by your SI no later than September 18.

Option 6 - To do nothing. This will lower your point total by 100 points, but that, of course, is your choice. Depending upon the quality of your other work, the difference in final grade will be 1 or 2 grade levels.

A great speech is measured by its depth, not by its length.

GUIDES FOR SPEECH ANALYSIS

I. What is the speech structure?
   A. What is the thesis (central idea)?
   B. What is the speaker's purpose?
   C. What are the main ideas (main points) used in support of the thesis?
      1. How do the main points relate to the thesis?
      2. Are all the main points relevant to the thesis?
      3. What, if any, important ideas needed to develop the thesis are omitted?
      4. Can you suggest a more appropriate arrangement of main points?
   D. What is used to introduce and conclude the speech?
      1. How does the introduction accomplish its three functions?
      2. How does the conclusion accomplish its two functions?

II. How are the ideas developed or supported?
   A. Is sufficient supporting material presented for each main idea?
   B. What are the types or kinds of supporting materials used?
   C. Applying the relevant criteria from Chapter 3, how acceptable are the inferences in the speech?
   D. When observations are used by the speaker, how accurate are they?

III. How has the speaker analyzed and adapted to her/his audience?
   A. Is the speaker's goal attainable, or does the speaker appear to have chosen an unattainable goal?
   B. How does the persuasion appeal to relevant audience motivations?
   C. How does the speaker attempt to develop credibility with the audience?
   D. Does the speaker use language effectively?
      1. How is language used to make ideas clear, concise, and emphatic?
      2. What excessive ambiguity of language exists?
      3. How is the language appropriate (or inappropriate) to speaker, audience and situation?
   E. What audience knowledge, interests, and attitudes are reflected in choice of supporting materials?
   F. How do language, ideas, and supporting materials use the factors of attention?

IV. How effectively did the speaker accomplish the goal(s) of the speech?
   A. What, if anything, could the speaker have done to achieve the speech goal(s) more effectively?

GUIDELINES FOR BOOK REVIEWS

I. Summarize content of book
   A. Author's main ideas
   B. Argument or evidence supporting main ideas

II. Analysis or application
   A. Evaluation of main ideas and development
   B. Usefulness to you as reader
      1. Examples of how information will be useful
      2. Explanation of why information is not useful

PERSUASION PROJECT (100 points)

For this assignment, you plan, execute and evaluate a persuasive project. This is the final section in the unit on persuasion and, in effect, your exam for Unit III of the course. It is thus very important. Follow the directions carefully as you plan for and do the persuasion AND as you evaluate the effort afterwards.

I. Choose a persuasive goal OUTSIDE OF THIS CLASS in which you seek a specific action from someone, or a whole group of people. This goal should be meaningful to you as well as being of a sufficient level of difficulty that it taxes your abilities.

(In other words, do NOT select a goal that is so easy and trite that it is almost worthless. Part of the grade you will receive for this assignment will be based on the difficulty of your goal, and none of the grade will be based on whether you succeed in the persuasion or not. Evaluation of the project will be based on your planning,

II. State your goal in behavioral terms. State what your receiver(s) will say, do, think or feel if your effort succeeds. Note that choice of goal requires specific identification of the audience you want to persuade.

III. SECURE APPROVAL OF YOUR GOAL FROM YOUR SI BEFORE PROCEEDING.

IV. Plan for the persuasive effort. This will involve at least the following:

A. Receiver analysis, which means, at the least, answering the following questions:
   1. What specific things do I know about the receiver(s) that will help me to infer their attitudes relevant to my goal?
      a. relevant reference groups
      b. relevant previous experiences
      c. attitudes about subject and goal
   2. What relevant receiver attitudes can I infer?
      a. attitudes toward subject?
      b. attitudes toward me as a persuader?
      c. attitudes toward the goal?

B. Analyze your situation, answering at least the following questions:
   1. How does/do the receiver(s) see my credibility regarding this persuasive effort?
   2. What is the setting I'll be in? Will anything about time, place, communication climate or environment affect my persuasive effort?
   3. Are there other specific barriers I will have to overcome to achieve the desired response?
   4. Is the goal attainable in the long or short range? Having reached this point in analysis, do I need to reassess my goal and start over in my planning?

C. Plan the persuasive message(s), considering at least the following:
   1. The number of messages needed:
   2. The basic argument(s) to be used:
   3. The structure to be used:
   4. The basic motive appeal(s):
   5. To improve my credibility, I will:
   6. I'll overcome the identified barriers by:

V. Conduct your persuasive effort. Remember to keep notes and recall what happens. This is important for your evaluation.

VI. Evaluate your persuasive effort. This evaluation should include an analysis of steps one through four. Ask yourself critical questions: 1. Why did it work? OR Why didn't it work?
   2. What could have been done better?
   3. What was done well?
   4. Was the audience analysis accurate? How do you know?
   5. Could you have used other channels than the ones you used? Had you done so, what impact would it have had on the effectiveness of your effort?

VII. Turn in, no later than December 11, a 5-10 page paper that reports on the project.

Requirements for the paper: The paper should be typed and double-spaced. It should contain a concise description of your planning for and execution of the persuasion, and include a significant level of analysis and evaluation of the entire effort. The significant parts of this assignment are the planning and the analysis of what happened and why. The description of what happened is merely to set the stage for the analysis.

Appendix D

Daily Schedule
P S I Communication 100 - Fall, 1985

Class Days Left		Date	Deadlines
28	W	Sept. 4	Required Class - Introduction to PSI COMM 100
27	M	" 9	Required Class - Introduction continued - begin work on Unit I - Deadline for selecting Special Project Option I
26	W	" 11	Required Class - Unit I - Part 1 exercise
25	M	" 16	
24	W	" 18	Deadline to Select Special Project Options 2-5
23	M	" 23	
NOTE:		September 24 is last day to drop course without incurring a grade	
22	W	" 25	
21	M	" 30	DEADLINE — UNIT I TEST & ALL Unit I Assignments
20	W	Oct. 2	Required Class - UNIT II-Part 1 Listening Exercise # 1
19	M	" 7	Required Class - Unit II-Part 1 Listening Exercise # 2
18	W	" 9	
17	W	" 16	Required Class - Unit II-Part 2 Interpersonal Exercise
16	M	" 21	
15	W	" 23	Required Class - Unit II-Part 3 Intercultural Exercise
14	M	" 28	
13	W	" 30	Required Class - Unit II-Part 4 Small Group Exercise
12	M	Nov. 4	DEADLINE - UNIT II TEST

Classes Remaining		Date	Deadline
11	W	Nov. 6	DEADLINE - Topic Approval Speech 1
10	M	" 11	Required Class - Speech 1
9	W	" 13	Required Class - Speech 1
8	M	Nov. 18	DEADLINE - Goal Approval Speech 2 - Goal Approval Persuasive Project
7	W	" 20	DEADLINE - Speech 1 Redos
6	M	" 25	Required Class - Speech 2
5	W	" 27	Required Class - Speech 2
4	M	Dec. 2	
3	W	" 4	
2	M	" 9	
1	W	" 11	Persuasion Project & Special Project Due
0	M	" 16	**** Deadline — Final Examination You must take the exam at your regularly scheduled cla time unless arrangements with IA or SI are made IN ADVANCE.

**** No incompletes will be given unless there is a justifiable reason that meets University policy for incomplete grades.